

INSPECTION REPORT

THE HAYFIELD SCHOOL

Hurst Lane
Auckley
DONCASTER
DN9 3HG

LEA area: Doncaster

Unique Reference Number: 106811

Headteacher: Mr A Storey

Reporting inspector: Mr B Campbell
17485

Dates of inspection: 22 - 25 May 2000

Inspection number: 184543

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|-------------------------------|---|
| Type of school : | Comprehensive |
| Type of control : | Foundation |
| Age range of pupils : | 11 to 18 |
| Gender of pupils : | Mixed |
| School address : | Hurst Lane Auckley Doncaster DN9 3HG |
| Telephone number : | 01302 770589 |
| Fax number : | 01392 770179 |
| Appropriate authority : | Governing Body |
| Name of chair of governors : | His Honour Judge Alan Goldsack QC |
| Date of previous inspection : | 6 March 1995 |

THE INSPECTION TEAM

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| | |
|------------------|---------------------|
| Bernard Campbell | Reporting Inspector |
| Irving Smith | Lay Inspector |
| Ian Anniss | Team Inspector |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

| | | |
|--|------|-----------------------|
| Number of full-time pupils: | 1098 | (bigger than average) |
| Pupils with English as an additional language: | 0% | (low) |
| Pupils entitled to free school meals: | 7% | (below average) |
| Pupils on the register of special educational needs: | 14% | (below average) |
| Average number of pupils per teacher: | 16.4 | (broadly average) |

The school is an oversubscribed, non-selective comprehensive school serving a diverse semi-rural and suburban area. The school became Grant Maintained in 1995 and changed to Foundation status in 1999. The school has a very stable staff, with many who have been in post since the 1970s, including the headteacher. Key Stage 2 results show that attainment on intake into Year 7 is above average. A high percentage of Year 11 pupils go on to post-16 study and a large proportion of sixth formers go on to higher education.

HOW GOOD THE SCHOOL IS

Hayfield is a very good school. The high quality of leadership and management and good quality of teaching, provides a very good quality of education and achieves very high standards. With above average attainment on entry, below average free school meals and broadly average unit costs the school provides good value for money.

What the school does well

- The school has excellent leadership and is very well managed.
- Standards of attainment are high and pupils achieve well.
- The quality of teaching is good.
- Pupils' approach to learning and attitudes to work are very good.
- The quality and range of opportunities within and outside the curriculum are very good.

What could be improved

- Systems for using data to promote high attainment and progress need further development, as recognised in the school development plan.
- The good initiatives and plans for literacy, numeracy, and information and communications technology need further development.
- The good quality of teaching and assessment at Key Stage 3 could be further refined and improved.

The areas for improvement will form the basis of the governors' action plan to be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has a well-established culture of continuous improvement. These improvements are well managed and demonstrate good progress since the last inspection. The school has maintained and enhanced the good features identified in the last inspection report, tackled the issues for action and has effectively taken on new national initiatives and developments such as literacy and target setting. The provision for religious education has improved, an initiative for the most able has been launched, class sizes have been reduced and arrangements for registration are now satisfactory. GCSE examination results have shown a year-on-year increase above the national average and A level results have shown steady improvement. The school has become a more data rich environment with a very good pupil information system. The provision of information and communications technology has improved.

Since the last inspection the school has gained the Sportsmark, the 'Education Extra' Merit Award for its range of extra-curricular activities, and the Basic Skills Quality Mark. It has gained the Investors in People Award and the Chartermark for the second time. As from September 2000 the school has been designated by the DFEE as a Training School for initial teacher training.

STANDARDS

The following table shows standards achieved by 16 and 18 year olds based on the average point scores in GCSE and A/AS-level examinations.

| Performance in: | Compared with | | | |
|-------------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| GCSE examinations | A | A | A | A* |
| A/AS - levels | C | A | A | |

| Key | |
|--------------------|---|
| Well above average | A |
| Above average | B |
| Average | C |
| Below average | D |
| Well below average | E |

Results in the national tests for 14 year olds have been well above national averages in English, mathematics and science for the last three years. Both girls and boys perform well above the national average. In 1999, results in English, mathematics and science were well above similar schools.

At GCSE there has been a year-on-year increase in the percentage gaining five or more A*-C grades and in the average GCSE point score gained by pupils. In 1999 boys' results were well above the national average and girls results were very high. Girls are improving their average point score performance faster than boys. Since the last inspection the trend of improved GCSE results has been above the national average. In 1999, GCSE results were well above similar schools and in particular the average point score was very high. The GCSE performance in 1999 exceeded the school targets for 2000 and 2001. Standards across the curriculum are generally high with most subjects gaining a significantly high percentage of A*-C grades.

At A level the results for candidates entered for two or more A-levels have shown a steady improvement and are well above the national average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils have positive attitudes and work very hard. |
| Behaviour in and out of classrooms | Standards of behaviour are very high. Relationships between pupils and with staff are respectful and adult. |
| Personal development and relationships | Pupils develop steadily to become confident and mature young adults. They organise their work well and are very co-operative with staff and other pupils. They take good advantage of the extra-curricular opportunities. |
| Attendance | Attendance is in line with the national average. Unauthorised absence is well below average. |

TEACHING AND LEARNING

| Teaching in: | 11-14 years | 14-16 years | 16-18 years |
|--------------------------|-------------|-------------|-------------|
| The lessons seen overall | Good | Good | Good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

High expectations promote good achievement among pupils of all abilities. Teachers' enthusiasm and good subject knowledge motivate pupils well and lessons are well planned and organised. Teachers successfully promote pupils' self-confidence and encourage their independence in class and through homework. Teaching was very good in 24 per cent, good in 35 per cent, satisfactory in 40 per cent and unsatisfactory in 1 per cent of lessons. There is a higher proportion of good teaching at Key Stage 4 and in the sixth form compared with Key Stage 3. The school's literacy strategy has been well-managed and most departments have introduced effective strategies to teach key words of subject vocabulary. The specific teaching of number skills is underdeveloped. Pupils of all ages have strong motivation, good concentration and are willing to work hard. They bring a high level of prior knowledge, understanding and skill which helps them progress and attain well.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| Quality and range of the curriculum | There is a very broad curriculum for all pupils at Key Stage 4. Pupils take a large number of subjects at GCSE with high levels of success. The sixth form provides a very good range of subjects. |
| Provision for pupils with special educational needs | The school meets the special needs of pupils well, including those with lower levels of literacy. Classroom assistants provide valuable support for pupils with statements of special educational need. The Buddy Club provides excellent opportunities for club members and their sixth form helpers. The school is continuing to develop strategies to increase provision for the most able pupils. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school provides excellent opportunities for pupils' personal development. The very good range of extra-curricular activities enables pupils to pursue a wide range of interests. Residential and fieldwork opportunities are excellent. |
| How well the school cares for its pupils | The welfare of pupils is very good with good practical procedures and a strong culture of care of pupils by staff. It has a serious and committed approach to health and safety. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides excellent leadership. The senior management team is very able and effective. The school's values and expectations are communicated very clearly. School systems are very well managed. |
| How well the governors fulfil their responsibilities | The governing body is very effective. They work very closely with the senior management team and have a clear understanding of school development issues and priorities. |
| The school's evaluation of its performance | The system of reviewing staff performance is very good. The monitoring and evaluation of school and pupil performance is good and developing. |
| The strategic use of resources | Financial planning is clearly focused on school priorities. The school's catering service is very successful. Site management is very good. The school applies the principles of best value very well. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> ▪ The good progress made by their children. ▪ The good quality of the teaching. ▪ The good encouragement and high expectations of pupils. ▪ Good behaviour. ▪ Good information about individual pupil progress ▪ The wide range of activities outside lessons. ▪ The quality of support and guidance. ▪ The opportunities for personal as well as academic development. ▪ The quality of the school's leadership and management. | <ul style="list-style-type: none"> ▪ The vast majority of parents are satisfied with the quantity of homework but some think there is too much and others think there is too little. |

Parents are very satisfied with the school. Inspection findings confirm the highly positive views expressed by parents. Inspectors found that the good quality and rigorous demands of homework made a significant contribution to the achievements of pupils. Evidence from pupils and staff indicated that pupils worked hard at home and generally managed their workload well even when it clashed with other leisure activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has excellent leadership and is very well managed.

1. The headteacher, who has been in this post at the school for almost thirty years, provides excellent leadership. He has created a well-ordered and caring school focused on high achievement and a well-rounded education for pupils of all abilities. He remains close to pupils, both past and present, and regularly participates in the Year 7 residential visit. His vision, values and energy are communicated very clearly and this provides strong coherence and direction for the school. The high quality of the school's leadership is enhanced by a very able and effective management team. The school consistently communicates high expectations and has effective systems in place to support high standards of personal, social and academic development.

2. The school has a particularly effective culture of communication with pupils, parents and staff. The regular school newsletters provide an excellent and comprehensive account of school activity and successes. The termly booklet for parents and pupils about the planned work in every year group provides a high level of information and accountability about the teaching programme. The school's development plans and training programme are very effectively supported by very readable booklets on key developments such as literacy and target setting. These booklets highlight the school's approach and provide a useful overview for staff and parents on progress so far. The school has developed an excellent computer-based pupil information system called Kidzone. This networked software programme provides immediate and user-friendly information about all pupils. The school regularly carries out surveys of parental views, the latest being an evaluation of the new system of academic reviews which parents participated in.

3. The school has an exceptionally detailed and coherent system of individual review for all members of staff. This system is effective in ensuring a high level of management and staff understanding about activities and priorities across the school. It also ensures that staff reflect and act on key school, department and year group issues. These frequent reviews provide a very efficient reporting system. The review and development of staff and departments would be strengthened by greater, selective use of first-hand evidence gathered through classroom observation and analysis of pupils' work.

4. The monitoring and evaluation of school and pupil performance is good and developing. The school uses a wide range of data to track school performance and pupil progress. The school's analysis of progress between Key Stage 2 and Key Stage 3 shows that between 1996 and 1999 pupils made better progress at Hayfield than the national average. School analysis also shows that pupils generally make good progress in the sixth form. Departments carry out a thorough and detailed analysis of exam performance at GCSE and A level.

5. The school is successfully becoming a data rich environment with an appropriate philosophy of setting targets that are both motivational and challenging for pupils and staff. The school's GCSE performance in 1999 already exceeds the school targets for 2000 and 2001. These whole school targets do not currently match the level of challenge provided in individual pupil targets. As the school improves its skills and systems for analysing pupil progress, it should increase the degree of challenge in departmental and school targets.

6. Effective systems of pupil tracking and target setting are in place at Key Stage 4 and in the sixth form. The school is planning to implement a system for target setting at Key Stage 3 over the next year. These systems are beginning to be used effectively to identify under-performance at all levels of ability. A procedure for identifying and reviewing the progress of pupils who may be underachieving has this year been successfully extended to all abilities and year groups. The most able pupils in each year group have been identified. The school is continuing to support the progress of these pupils. This includes a review system to discuss their needs and pilot programmes to extend their reading range and widen their career aspirations, for example.

7. The school has a very effective governing body. Members have a high level and wide range of professional skills. Many have made a long-term commitment to being a governor and most have or have had pupils at the school. They work well with the senior management team who give them good and detailed information on which to base decisions. They have a clear understanding of school development issues and priorities.

8. The school makes very good strategic use of its resources. Financial planning and audit are very thorough and clearly focussed on school plans and priorities. The investment in information and communications technology has improved pupils' networked access to computers and has led to the creative and high quality development of an in-house pupil information management system. The catering service run by the school is very successful and provides a good quality, value for money service with a very large take up by pupils. The catering service is regularly compared with other providers in terms of quality and price and pupils are regularly consulted about ideas for extending the service. As a result the school, enterprisingly, has just launched a breakfast club.

9. Site management is very good. The school is used intensively not just during the school day but also in the evenings and at weekends for further education and other activities. The high standard of care and maintenance makes an immediate impression on visitors and makes a significant contribution to the sense of care, order and purpose that pervades the school.

Standards of attainment are high and pupils achieve well.

10. The standards achieved by students at the school are high, and well above the national average in the national tests for 14 year olds, in GCSE examinations and A levels. In the Key Stage 3 national tests for 14 year olds, results have been well above national averages in English, mathematics and science for the last three years. Both girls and boys perform well above the national average. In the Key Stage 3 tests girls consistently exceed the national average performance of girls by a greater margin than boys exceed the national performance of boys. In 1999, the end of Key Stage 3 tests pupils' results in English, mathematics and science were well above similar schools. Over the last four years the rate of improvement in end of Key Stage 3 test results has been in line with the national trend.

11. At GCSE examination results have shown a steady increase since 1994. There has been a year-on-year increase in the percentage gaining five or more A*-C grades and in the average GCSE point score gained by pupils. The school enters pupils for a high number of GCSEs and over the last three years the percentage gaining nine A*-C grades has risen from 43 per cent in 1997 to nearly 52 per cent in 1999. In 1999, boys' results were well above the national average and girls' results were very high. Girls are improving their average point score performance faster than boys. Since the last inspection the trend of improved GCSE results has been above the national average. In 1999, GCSE results were well above similar schools and in particular the average point score was very high. In terms of the average GCSE point score, pupils made above average progress when compared with their attainment in Key Stage 3 tests. This comparison also indicates progress at the higher level of five or more A*-C grades was well below average and that a higher percentage were expected to gain five or more A*-C grades. Standards across the range of subjects are generally high with most subjects gaining a significantly high percentage of A*-C grades. In 1999, pupils achieved better in geography, history and information technology than in their other subjects, and slightly less well in art and design and drama.

12. At A level the results for candidates entered for two or more A levels have shown a steady improvement and are well above the national average.

13. High standards of speaking and listening encourage the development of pupils' ideas and understanding and contribute to high standards in writing. There is a generally high standard of written work across the curriculum. Most pupils are confident readers able to tackle subject texts. Pupils have good basic skills in numeracy. A high level of information and communication skills with good access to computers at home and school contributes to high standards of research and presentation.

The quality of teaching is good.

14. Overall, teaching is good at all key stages. During the inspection teaching was observed to be very good in 24 per cent, good in 35 per cent, satisfactory in 40 per cent and unsatisfactory in 1 per cent of lessons. 99 per cent of the teaching was satisfactory or better. There were no observations of Year 11 or Year 13 as the inspection coincided with exam study leave. At all key stages about one quarter of the teaching was very good. There was a significantly higher proportion of good, compared to satisfactory, teaching and learning observed at Key Stage 4 than at Key Stage 3. At Key Stage 4, three-quarters of the teaching and learning was good or very good whereas just over half was good or very good at Key Stage 3. In the sixth form 60 per cent of lessons were judged to be good or very good.

15. High expectations promote good achievement among pupils of all abilities. This is a strong feature of the teaching of all subjects in all years and is part of the school culture. Pupils are expected to work hard and behave very well; standards of presentation are high and there are high expectations of homework. Consistently high quality display of pupils' work in all areas of the school reinforces high expectations by celebrating and promoting high standards in pupils' work.

16. Teachers apply these high expectations constructively by giving considerable responsibility to pupils for their own learning. This helps pupils to use and develop their already high level of learning skills and good ability to organise themselves. Good planning and organisation of lessons create a well-ordered and purposeful learning environment.

17. Good subject knowledge enables teachers in all year groups to identify common errors and misconceptions and to handle questions and answers effectively. It also enables them to make good links between different aspects of the subject. Much sixth form teaching is characterised by clear and knowledgeable commentary. In a Year 12 English class the teacher's analytical explanations about breaking the rules of language in humour encouraged thoughtful contributions from students.

18. Teachers' good knowledge of syllabus criteria means that they target key areas of learning and can identify what pupils need to do to improve. Oral feedback to pupils in lessons is often clear and specific and helps pupils to develop their understanding. In a Year 10 homework review session the maths teacher went over where pupils had tripped up in their trigonometry homework and referred effectively to individual pupils' errors, demonstrating a very detailed knowledge of pupils' progress. In mathematics, in particular, teachers provide good access to more advanced activities for all groups which enables pupils' of wide range of ability to tackle more challenging work.

19. Teachers' enthusiasm for the subject motivates pupils. Some have a particularly lively and imaginative approach to teaching and in some classes there is a particularly good use of questioning at the beginning of lessons. In Year 8, geography lesson began effectively using the noughts and crosses game as a device to inspire a quick and energetic question and answer session. In Year 7, a modern language lesson ended with a group of pupils performing a dance with the rest of the class singing a rap in German. Good pace encourages the progress of pupils and enables classes to get a lot done in the forty-minute lessons.

20. Teachers respect and use pupils' experience and thinking to promote self-confidence and independence of thought. Frequent and specific praise encourages all pupils to contribute to the best of their ability in spoken and written work. In a Year 10 religious education lesson on euthanasia, the teacher was skilful in clarifying pupils' views, valuing their opinions and adding information and ideas the pupils had not considered. The good standards of classroom discussion promote mutual respect for each other's views and provide good opportunities for pupils to develop their thoughts and self-confidence.

21. Standards of homework are high. In all subjects at all ages the good use of homework extends learning. Pupils do a lot of homework and the tasks they carry out are productive.

22. The response to pupils' work is often good. Oral feedback by teachers is often detailed and helpful. Written comments on GCSE and A-level coursework are often specific and constructive. Teachers often show what good work is and demonstrate what pupils should be aspiring to achieve. Teachers who work for examination boards provide good guidance for subject standards.

Pupils' approach to learning and attitudes to work are very good.

23. Pupils have a positive attitude, work very hard and show a strong capacity for deciding their best way of tackling a task and for seeing it through to a conclusion. This results in high standards of attainment in homework and work in class.

24. Pupils of all ages generally have good learning skills. They have a high level of prior knowledge, understanding and skill that they bring to lessons and they have good concentration. Pupils ask questions and initiate discussion in a mature manner and they can sustain extended dialogue in classroom discussion. In a Year 7 English lesson, on the language of persuasion, pupil presenters engaged in a sustained high quality dialogue with pupil questioners about a proposal for a school tuck shop. Ideas and opinions were clearly and articulately presented and pupils asked thoughtful questions and gave good explanations in answer to specific points.

25. They can organise their own learning effectively. For example, geography fieldwork is particularly well organised and presented. In a Year 10 lesson, the class showed that they had successfully collected data in pouring rain during a trip to Derbyshire and they demonstrated that they had the skills and knowledge to choose appropriate and systematic ways of collating and representing their data.

26. Pupils have a positive approach to learning and take a pride in their work. Standards of presentation are high for pupils of all abilities. This is publicly demonstrated in the high quality display in all classrooms and corridors of the school. Work carried out by lower ability pupils is done to a high standard and receives equal acknowledgement. Behaviour is very good and pupils respond positively to reprimands and detentions.

27. Pupils are very courteous and friendly. There is a strong degree of respect in the relationships between pupils and with staff. Pupils behave in a very mature and adult manner and work very co-operatively with each other. In a Year 7 science lesson on heat transfer, pupils worked well in teams dividing the jobs of measuring the temperature and watching the time and recording the results.

28. Pupils have a high level of confidence and are willing to take on roles and responsibility. They take good advantage of the wide range of opportunities to develop themselves outside lessons in sports and arts activities and in the wide range of residential and fieldwork activity.

The quality and range of opportunities within and outside the curriculum are very good.

29. Key Stage 4 provides a particularly broad core curriculum that results in most pupils gaining a high number of GCSE qualifications. The sixth form provides a very good range of A-level courses. Extra-curricular, residential and fieldwork opportunities are excellent.

30. The Key Stage 4 curriculum, with ten subjects and two short courses, is broad and challenging. The school makes the most of the limited amount of time for each subject to foster a culture of hard work and application. The structure of choices at Key Stage 4 ensures that all pupils receive a well-rounded education that includes a creative arts or sports subject at GCSE level. This range of experience provides a strong foundation for taking advantage of the wide range of A and AS-level choices.

31. The programme of religious education at Key Stage 4 now meets statutory requirements. All pupils take a GCSE short course in religious education and there is a full GCSE option in religious education. Although it is still not generous, the time allocation has been increased and all teaching at Key Stage 4 is carried out effectively by a specialist in religious education. The school has taken steps to increase the provision for a daily act of collective worship. The 'worship programme' that has been introduced in all years does not involve a spiritual act of worship. Due to constraints of space for whole school gatherings, assemblies take place weekly rather than daily. The school does not meet the statutory requirement for a daily act of collective worship. The 'worship programme' in the sixth form has received a negative response from students. The school is evaluating this programme to assess whether it meets the needs and aspirations of sixth form students.

32. In learning activities across the curriculum the school consistently promotes pupils' ability to be self-organising and take effective charge of their own work routines. At all key stages the role of homework in the curriculum is very effective. Homework tasks are integrated well into schemes of work and provide a challenging extension to classroom work. This plays a key role in extending pupils' learning and fosters good progress.

33. The school has initiated a well-managed literacy strategy that has been successful in encouraging all departments to introduce displays and classroom strategies that help to teach the vocabulary of their subject more explicitly.

34. Pupils with Statements of Special Educational Need receive good support from teachers and classroom assistants. Their individual education plan targets are carefully thought out and reviewed with a high level of parental support. The Buddy Club for pupils with special needs provides excellent opportunities for pupils to develop life-skills through after school workshops and residential visits. The Buddy Club is well known and highly valued by pupils, parents and staff. The provision for pupils with lower levels of literacy is good. At both key stages pupils in this English class make generally good progress in improving their reading and writing skills and most achieve a grade at GCSE.

35. The school provides excellent opportunities and a very good environment for pupils' personal development. The school has a strong philosophy and commitment to providing a well-rounded education for all pupils. This is frequently and positively expressed through the school newsletters that regularly confer value and praise on all aspects of social, cultural, sporting and academic activity and achievement. The extensive variety of extra curricular sporting and performing arts activities enables pupils to pursue a wide range of interests and gain valuable personal, social and cultural experience. Residential and fieldwork opportunities are excellent providing, for example, a valuable addition to geography, modern languages and the induction of Year 7 pupils. The planned involvement of sixth formers in supporting younger pupils' learning provides a good opportunity personal development for the sixth formers as well as the younger pupils. Sixth formers were observed playing a valuable role in art and music lessons. Parents, staff and pupils rightly praised the excellent role of sixth formers in helping to run the Buddy Club workshops and residential visits.

WHAT COULD BE IMPROVED

Systems for using data to promote high attainment and progress need further development, as recognised in the school development plan.

36. The school's monitoring and evaluation of pupil performance is good. The system target-setting system is well established at Key Stage 4 and in the sixth form. At present there is no system of target setting at Key Stage 3. The school already has detailed plans to extend its systems for measuring pupil progress and setting targets to Key Stage 3 over the next year.

37. The school has carried out some good data collection and analysis of the progress of pupils from Key Stage 2 to Key Stage 3 and in the sixth form. GCSE results are analysed well by departments. Some recent national data suggests there may be a degree of under-achievement in the progress by the more able during Key Stage 4. This information indicates that in 1999 pupils made better than average progress overall between Key Stage 3 and GCSE but that the percentage gaining five or more A*-C grades could be higher, considering their Key Stage 3 results. Both girls and boys perform well above the national average at both key stages with girls performing particularly well. There is some evidence that the gap in the performance between boys and girls may widen up to the age of 16 with girls progressing at a faster rate. These issues deserve further investigation.

38. The school is successfully becoming a data rich environment with an appropriate philosophy of setting targets that are both motivational and challenging for pupils and staff. The school's GCSE performance in 1999 already exceeds the school targets for 2000 and 2001. These whole school targets do not currently match the level of challenge provided in individual pupil targets. As the school improves its skills and systems for analysing pupil progress, it should increase the degree of challenge in departmental and school targets.

The good initiatives and plans for literacy, numeracy, information and communications technology need further development.

39. The school's literacy strategy has been well managed and most departments have introduced effective strategies to teach key words of subject vocabulary. There is some inconsistency between departments in the approach to correcting spelling errors and identifying and practising key words. This should be tackled in the further development of the school's literacy strategy.

40. Most pupils have good basic skills in numeracy. A few pupils count on their fingers and some are over-reliant on calculators. The school has not yet defined or assessed the range of number skills that all pupils should possess. The school plans to remedy this through the introduction of a numeracy strategy.

41. The provision of a weekly lesson in information and communications technology for all pupils provides a strong basis for the development of pupils' skills. Some subjects do not sufficiently address the use of information and communications technology within the curriculum.

The good quality of teaching and assessment at Key Stage 3 could be further refined and improved.

42. Overall, teaching is good at all key stages. There is scope to further improve some features of teaching and assessment, particularly at Key Stage 3. . In comparison with the teaching at Key Stage 4, fewer lessons at Key Stage 3 were explicit about what pupils were expected to learn as opposed to what they were expected to do. At the end of lessons a quick summary of learning was not regularly provided. At Key Stage 3, assessment in some subjects lacks consistent and explicit reference to National Curriculum criteria and marking often lacks diagnostic written comment to help pupils identify how to improve. The school rightly intends to create individual education plans for all pupils on stage 2 of the register and to improve pupils' learning targets so they are more specific.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

1. Improve the use and analysis of data about pupil progress and extend the use of target setting, as recognised in the school development plan.
2. Further develop the school strategies for literacy, numeracy and information and communications technology across the curriculum.
3. Further improve the quality of teaching and assessment at Key Stage 3.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

67

Number of discussions with staff, governors, other adults and pupils

21

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| | 24 | 35 | 40 | 1 | | |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

| | Y7–Y11 | Sixth form |
|---|--------|------------|
| Number of pupils on the school's roll | 900 | 196 |
| Number of full-time pupils eligible for free school meals | 66 | |

Special educational needs

| | Y7–Y11 | Sixth form |
|---|--------|------------|
| Number of pupils with statements of special educational needs | 28 | 1 |
| Number of pupils on the school's special educational needs register | 140 | 4 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 8 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 15 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 8.2 |
| National comparative data | 7.9 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 1.1 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

| Number of registered pupils in final year of Key Stage 3 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 82 | 98 | 180 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 5 and above | Boys | 62 | 64 | 67 |
| | Girls | 88 | 79 | 80 |
| | Total | 150 | 143 | 147 |
| Percentage of pupils at NC level 5 or above | School | 83 (81) | 79 (79) | 82 (78) |
| | National | 63 (65) | 62 (60) | 55 (56) |
| Percentage of pupils at NC level 6 or above | School | 45 (53) | 54 (53) | 53 (49) |
| | National | 28 (35) | 38 (36) | 23 (27) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 5 and above | Boys | 60 | 65 | 69 |
| | Girls | 89 | 78 | 82 |
| | Total | 149 | 143 | 151 |
| Percentage of pupils at NC level 5 or above | School | 83 (79) | 79 (81) | 84 (90) |
| | National | 64 (61) | 64 (64) | 60 (51) |
| Percentage of pupils at NC level 6 or above | School | 47 (46) | 49 (48) | 54 (53) |
| | National | 31 (30) | 37 (37) | 28 (20) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of 15 year olds on roll in January of the latest reporting year | 1999 | 89 | 90 | 179 |

| GCSE results | | 5 or more grades A* to C | 5 or more grades A*-G | 1 or more grades A*-G |
|---|----------|--------------------------|-----------------------|-----------------------|
| Numbers of pupils achieving the standard specified | Boys | 53 | 86 | 87 |
| | Girls | 69 | 89 | 90 |
| | Total | 122 | 175 | 177 |
| Percentage of pupils achieving the standard specified | School | 68.2 (68) | 97.8 (97.1) | 99 (98) |
| | National | 46.6 (44.6) | 90.9 (89.9) | 95.8 (93.4) |

Percentages in brackets refer to the year before the latest reporting year.

| GCSE results | | GCSE point score |
|-------------------------------|----------|------------------|
| Average point score per pupil | School | 53 (51) |
| | National | 38 (36.8) |

Figures in brackets refer to the year before the latest reporting year.

| Vocational qualifications | | Number | % success rate |
|--|----------|--------|----------------|
| Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied | School | 0 | n/a |
| | National | n/a | n/a |

Attainment at the end of the sixth form

| | Year | Boys | Girls | Total |
|---|------|------|-------|-------|
| Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations | 1999 | 51 | 86 | 137 |

| Average A/AS points score per candidate | For candidates entered for 2 or more A-levels or equivalent | | | For candidates entered for fewer than 2 A-levels or equivalent | | |
|---|---|--------|-------------|--|--------|-----------|
| | Male | Female | All | Male | Female | All |
| School | 22.6 | 20.5 | 21.3 (19.4) | 1.6 | 2 | 1.8 (2.8) |
| National | 17.7 | 18.1 | 17.9 (17.6) | 2.7 | 2.8 | 2.8 (2.8) |

Figures in brackets refer to the year before the latest reporting year.

| Vocational qualifications | | Number | % success rate |
|---|----------|--------|----------------|
| Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied | School | 5 | 100 |
| | National | | 72.9 |

| International Baccalaureate | | Number | % success rate |
|---|----------|--------|----------------|
| Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied | School | 0 | n/a |
| | National | n/a | 82.5 |

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 1 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 2 |
| Pakistani | 5 |
| Bangladeshi | 1 |
| Chinese | 7 |
| White | 1083 |
| Any other minority ethnic group | 0 |

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 11 | 4 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y7-13]

| | |
|--|------|
| Total number of qualified teachers (FTE) | 66.5 |
| Number of pupils per qualified teacher | 16.4 |

FTE means full-time equivalent.

Education support staff: Y7-13

| | |
|---|-----|
| Total number of education support staff | 13 |
| Total aggregate hours worked per week | 322 |

Deployment of teachers: Y7-13

| | |
|---|------|
| Percentage of time teachers spend in contact with classes | 72.6 |
|---|------|

Average teaching group size: Y7-13

| | |
|-------------|------|
| Key Stage 3 | 26 |
| Key Stage 4 | 21.6 |

Financial information

| | |
|----------------|-----------|
| Financial year | 1998-1999 |
|----------------|-----------|

| | £ |
|--|-----------|
| Total income | 3,428,145 |
| Total expenditure | 3,397,900 |
| Expenditure per pupil | 3,094 |
| Balance brought forward from previous year | 8,487 |
| Balance carried forward to next year | 38,372 |

PARENTAL SURVEY

Number of questionnaires returned

388

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 45 | 48 | 6 | 1 | 0 |
| My child is making good progress in school. | 56 | 40 | 3 | 0 | 1 |
| Behaviour in the school is good. | 49 | 45 | 2 | 1 | 2 |
| My child gets the right amount of work to do at home. | 37 | 47 | 12 | 2 | 2 |
| The teaching is good. | 51 | 46 | 2 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 54 | 39 | 5 | 1 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 64 | 31 | 3 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 81 | 18 | 1 | 0 | 0 |
| The school works closely with parents. | 51 | 41 | 6 | 1 | 1 |
| The school is well led and managed. | 62 | 25 | 1 | 0 | 1 |
| The school is helping my child become mature and responsible. | 61 | 34 | 3 | 1 | 1 |
| The school provides an interesting range of activities outside lessons. | 70 | 26 | 2 | 0 | 2 |

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